

# D. Higher Education Across Borders: a Select Bibliography

## Introduction

This bibliography has been prepared using the *IAU International Bibliographic Database on Higher Education* (HEDBIB). HEDBIB is an integrated database including over 30,000 references on topics related to global trends and developments in higher education. IAU maintains the database but its contents are the result of cooperation and exchange of publications between IAU and UNESCO international and regional documentation centers as well as several national and regional organizations dealing with higher education. HEDBIB covers the period from 1988 until the present.

In preparing the bibliography we focused first of all on publications from IAU Member institutions and organizations, from a growing network of IAU Affiliates and from our HEDBIB partners.

References were considered for inclusion in the bibliography according to the conference theme and topics. These also serve to structure the bibliography into the following four Sections. **Section 1.** Cross-Border Higher Education: General Issues and Trends. This section covers the rationale for expansion of cross-border higher education, its multiple forms, risks and opportunities. **Section 2.** focuses on the issues related to Quality Assessment, Assurance, Enhancement and Accreditation, while **Section 3.** deals more with Policy Frameworks and Regulation – the need for such regulation, ways to govern cross-border education; discussion of various policy frameworks and stakeholder involvement. Finally, **Section 4.** links cross-border higher education to the broad theme of Globalization on the one hand and trade in education and GATS on the other. It includes a few of the multiple references that track the development of the market as a key force in cross-border education and the related issue of trade regimes in educational services.

This bibliography covers mostly references from the period 2000 – 2005, although some important earlier references are also included. Only English references have been selected. References in other languages are available in the HEDBIB Database.

## I. Cross-border higher education – General Issues and Trends

### **African Universities in the Twenty-first Century: Liberalisation and Internationalisation [v1]; Knowledge and Society [v2]**

Tiyambe Zeleza; Ed.; Olukoshi, Adebayo; Ed. / Council for the Development of Social Science Research in Africa [CODESRIA][Senegal].-- Dakar, **2004**. 2 vol. [332p.+ 350p.]. ISBN: 2-86978-124-5; 2-86978-125-3

CONTENTS: Part I: Liberalization and privatization; Part II: Technology and Academic Exchanges; Part III: Knowledge production and dissemination; Part IV: State, society and struggles.

### **Atlas of Student Mobility**

Davis, Todd M. / Institute of International Education [USA].-- New York, NY, **2003**. 104 p. ISBN:0-87206-272-4

ABSTRACT: The Atlas of Student Mobility contains national flow data for 21 leading global destination countries for international students, as well as data tables on the 75 most important places of origin for internationally mobile students.

### **Building capacity through cross-border tertiary education**

Vincent-Lancrin, Stéphan / Observatory on Borderless Higher Education [UK].-- London, **2005**. 23 p. (Report)

ABSTRACT: While several OECD countries compete to attract foreign students, some pioneering emerging economies show that an innovative strategy for the import of cross-border education can form part of a national strategy for capacity

building. Could this be a suitable model for developing countries to build capacity in tertiary education, and more generally, to enhance economic development? This paper argues that this is the case: using cross-border education to build capacity could be an effective strategy, especially when it is accompanied by appropriate policies and regulatory frameworks. Once an overall strategy for capacity building in education is in place as part of a national capacity building strategy, countries should examine how tertiary (and more broadly post-secondary) education fits into this. A subsequent question concerns whether cross-border tertiary education could play a role in achieving the objectives of this strategy, and, if so, which. This paper does not offer definitive answers, as these issues are closely connected to the local context of each country. However, possible answers are explored and an attempt to illustrate the mechanisms that may link cross-border education to capacity building are made.

**The changing face of transnational education: moving education-not learners [Theme issue]**  
**(Le Visage changeant de l'enseignement transnational: délocalisation de l'enseignement et non pas des apprenants)**

UNESCO European Centre for Higher Education [CEPES][Romania].-- In: Higher Education in Europe, vol. 24, no. 2, 1999. ISSN: 0379-7724

CONTENTS: I. Crisis and Opportunity in Transnational Education -- The disintegration of industry (L.Chipman); Diverting a crisis in global human and economic development: a new transnational model for lifelong continuous learning and personal knowledge management (L.R.Alley); The accelerating speed of change and its impact on education (G.R.Jones); Changes in the Singapore University student demand since the currency crash (M.A.Patton); Assuring quality distance learning programmes: the emergence of a new faculty (A.R.Savage); Transnational factors influencing the establishment of educational standards for professional licensure (J.A.Mirone); Transnational education - competition or complementary: the case of Hong Kong (N.J.French) II. Economics, Culture, Politics, and Transnational Education -- Culture and politics (H.M.Fulbright); Distance education for indigenous minorities in developing communities (M.Valadian); The value of a Core Business in Vietnam: 1993-1998 (J.Pidgeon and P. Di Virgilio); III. Innovation and Transnational Education -- Global education: thinking creatively (D.G.Oblinger); Academic integrity in electronic universities of the new millennium: a practitioner's perspective (C.Gray and G.Salmon); Embarking on an educational journey - the establishment of the first foreign full university campus in Malaysia under the 1996 education acts: a Malaysian-Australian case study (M.Banks and G.McBurnie); Compulsory schooling - the critical dimension to work and learning in the new millennium (D.Mannix); A new model for the new media-international university: the university of the Web (P.Pease); Marketing theory and practice on-line: a development towards international collaboration (F.Farrelly, S.Joy and S.Luxton); IV. Transnational Education and the Quality Imperative -- Managing quality assurance in higher education: a Scottish example (G.Gordon); Graduate capabilities: a framework for assessing course quality (G.Hart, J.Bowden and J.Watters); Quality faculty: the key to ensuring successful transnational education offerings in Southeast Asia (H.L.Patton).

**Cross-border higher education: an analysis of current trends, policy strategies and future scenarios**

Larsen, Kurt; Momii, Keiko; Vincent-Lancrin, Stéphan / Observatory on Borderless Higher Education [UK].-- London, 2004. 20 p. (Report)

ABSTRACT: Cross-border higher education has increased over the last two decades. What might the area of cross-border higher education look like 10 to 20 years from now? This paper analyses trends in different forms of cross-border higher education: student mobility and programme and institution mobility. It describes four policy approaches to cross-border higher education: mutual understanding; skilled migration; revenue-generating; and capacity building. It also discusses the policy instruments that countries use to implement these approaches. Finally, it presents three future scenarios for cross-border higher education: the Status quo scenario; the Competition scenario; and the Emerging economies scenario. These scenarios could stimulate debates within the higher education community about the preferred direction on cross-border higher education.

**The Frontiers of Borderless Education [Theme issue]**

Middlehurst, Robin; Ed.-- In: Minerva, vol. 39, no. 1, 2001. ISSN: 0026-4695

CONTENTS: University challenges: borderless higher education, today and tomorrow (R.Middlehurst); Borderless higher education in continental Europe (J.L.Davies); Markets for 'Borderless education' (J.Fielden); Borderless higher education: challenges to regulation, accreditation and intellectual property rights (D.J.Farrington); Managing the changing nature of teaching and learning (S.Bjarnason); The Coming challenge: private competition in English higher education (R.Garret); Higher education as a business: lessons from the corporate world (Y.Ryan).

**Global Student Mobility 2025: Forecasts of the global demand for international higher education**

Böhm, A.; Davis, D.; Meares, D.; Pearce, D. / IDP Education Australia.-- Sydney, 2002.

115 p. - ISBN: 0-86403-044-4

ABSTRACT: IDP predicts a four-fold increase in the demand for international higher education worldwide by 2025. The key source markets will change - five of the current leading markets will no longer be in the top ten by 2025. How will destination countries and institutions respond to a massive surge in demand? To what extent is higher education prepared for the opportunities and implications of this?

**Global Student Mobility: Analysis of global competition and market share**

Böhm, Anthony; Meares, Denis; Pearce, David; Follari, Marcelo; Hewett, Andrew / IDP Education Australia.-- Sydney, 2003. 131 p. ISBN: 0-86403-053-3

**ABSTRACT:** If the perception of the quality of US education increases in Asia, what will be the impact on Australia's share of the global demand for international higher education? How do affordability, lifestyle and education accessibility impact on Australia's market share? To answer these questions, IDP Education Australia has developed the world's first discrete choice model for forecasting the market share of the major English speaking destination countries for international students.

### **Higher education and the Nation-State: the international dimension of higher education**

Huisman, Jeroen; Ed.; Maassen, Peter; Ed.; Neave, Guy; Ed. / International Association of Universities.-- Oxford, Pergamon. IAU Press, **2001**. 237 p. (Issues in Higher Education) - ISBN: 0080427901

**CONTENTS:** Europe: the pioneer or the exception. (J.Huisman,P.Maassen and G.Neave); The European dimension in higher education: an excursion into the modern use of historical analogues (G.Neave); The Changing context of coordination in higher education: the Federal-state experience in the United States (D.D.Dill); The Role and position of research and doctoral training in the European Union (A.Ruberti); Higher education in the process of European integration, globalizing economies and mobility of students and staff (A.Amaral); 'Our' Colleges of Post-compulsory Education: observations on a Subdued debate (Evan Wieringen); The Higher education policy of the European Union: with or against the Member States? (K.De Wit and J.Verhoeven).

### **Higher Education in a Changing Environment: Internationalisation of higher education policy in Europe**

Wächter, Bernd; Ed. / Academic Cooperation Association [ACA].-- Bonn, Lemmens, **2004**. 111 p. (ACA Papers on International Cooperation in Education) ISBN: 3-932306-55-4

**CONTENTS:** From regional integration to global outreach. The education policies of the European Commission (D.Coyne); Internationalisation in the age of globalisation: competition or cooperation? (P.Scott); Outlooks for the international higher education community in constructing the global knowledge society (D.Van Damme); The many faces of knowledge transfer and mobility (U.Teichler); Internationalisation at home (H.Teekens); Development cooperation: yesterday's paradigm? (U.Lie); The love of quality assurance: academic masochism as a way of life? (T.Kälveborn); Lifelong learning: old wine in new bottles? (B.Dylander); Transnational education - an overrated phenomenon? (A.Szucs); It is not a pond (A.E Goodman); Internationalisation as seen from "downunder" (L.Hyam).

### **Internationalisation and Trade in Higher Education: Opportunities and challenges**

OECD.-- Paris, **2004**. 317 p. ISBN: 92-64-01504-3

**ABSTRACT:** This book provides a fairly comprehensive overview of what cross-border higher education stands for and of the challenges and dangers that it can entail. It presents Cross-border post-secondary education in North America, Europe and the Asia-Pacific region. Key developments and policy rationales in cross-border post-secondary education are described and implications of recent developments for access and equity, cost and funding, quality and capacity building are further analysed.

### **Internationalisation of Indian Higher Education**

Powar, K.B.; Ed. / Association of Indian Universities.-- New Delhi, 2001. 200 p. ISBN: 81-7520-066-9

**MEETING:** Roundtable. Mysore, **2001**.

**ABSTRACT:** An important development of the nineties of the last century has been the large-scale internationalization of higher education. This has taken three forms: the incoming of foreign students, the development of institutional linkages, and the 'export of education' through franchise or distance education programmes. India, unfortunately, has been slow to respond to the challenges of internationalization. The Association of Indian Universities organised a Roundtable to discuss the different issues related to the Internationalisation of Indian Higher Education. The papers are presented in this publication. The recommendations of the Roundtable are given in the form of a 'Mysore Statement'.

### **Internationalisation policies: about new trends and contrasting paradigms**

Van der Wende, Marijk C. / International Association of Universities [IAU].-- IN: Higher Education Policy, vol. 14, no. 3, pp. 249-259, **2001** - ISSN: 0952-8733

**ABSTRACT:** The purpose of this publication is to analyze the contrast between the two main paradigms that gear internationalization processes in higher education internationalization, competition and cooperation, and to address questions related to the role and position of continental European higher education as compared to that of some Anglo-Saxon countries that are leading in the global higher education market.

### **Internationalization of Higher Education in the United States of America and Europe: A historical, comparative, and conceptual analysis**

De Wit, Hans / Westport, CT and London, Greenwood Press, **2002**. 270 p. (Greenwood Studies in Higher Education) ISBN: 0-313-32075-6

**ABSTRACT:** Internationalization of higher education can be defined as the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution. This comprehensive analysis describes and compares the historical development of the internationalization of higher education in the United States and Europe, as well as providing a comparative and conceptual analysis of the current situation in the field. The increasingly international focus of higher education is dialectically related to the present globalization and regionalization of our societies and markets. As a result, the importance of quality assessment of internationalization

strategies has grown, international academic consortia and networks have emerged, and English has been firmly established as the language of communication in higher education. The combination of historical, comparative, and conceptual analysis of internationalization of higher education provides a framework for further research and practice of this important trend in higher education. First, the book describes and compares the historical development of internationalization in higher education in both the United States and Europe. In part two, the political, economic, social/cultural and academic rationales for the internationalization of higher education are described and a critical analysis of the different meanings and definitions, as well as organization models and strategies are provided. In the last section, internationalization of higher education is placed in the context of recent globalization.

#### **Internationalization of Higher Education Practices and Priorities: 2003 IAU survey report**

Knight, Jane / International Association of Universities [IAU].-- Paris, 2003. 25 p. ISBN: 92-9002-171-3

ABSTRACT: This report presents the findings of the 2003 IAU Survey on Internationalization. The survey generated an enormous amount of useful information on practices, priorities, issues and trends related to the international dimension of higher education in institutions in 66 countries in every region of the world. Issues and questions raised by respondents having important implications for policy and program development at national, regional and international levels are further analysed in the IAU 2005 Survey, which will be published in early 2006.

#### **Internationalization of higher education in an era of globalization: a question of balance**

Egron-Polak, Eva / Asociación Mexicana para la Educación Internacional [AMPEI].-- In: Educación Global, no. 7, pp. 157-169, 2003.

ABSTRACT: The paper examines some of the current issues surrounding internationalization of higher education starting with a brief discussion of definitions. It highlights the various ways in which the International Association of Universities has addressed the issue of internationalization, and underlines the changing context in which HEIs develop their approaches to internationalization. This context and the importance of internationalization provide the framework within which strategies are being designed and the difficult balancing act that this may entail is also discussed. A number of key challenges and some of the long-term risks facing HEIs are set out.

#### **Internationalization of Higher Learning: Concepts, Opportunities, Challenges, Benefits and Issues**

Association of Universities of Asia and the Pacific [AUAP].-- 2002. 159pp.

MEETING: AUAP Learning and Sharing Forum. 9th. Kai Feng, China [Henan U.], 2002.

#### **Internationalization remodeled: definition, approaches, and rationales**

Knight, Jane / Association for Studies in International Education [USA].-- In: Journal of Studies in International Education, vol. 8, no. 1, pp. 5-31, 2004.

ABSTRACT: The world of higher education and the world in which higher education plays a significant role is changing. The international dimension of higher education is becoming increasingly important, complex, and confusing. It is therefore timely to reexamine and update the conceptual frameworks underpinning the notion of internationalization in light of today's changes and challenges. The purpose of this article is to study internationalization at both the institutional and national/sector level. Both levels are important. The national/sector level has an important influence on the international dimension through policy, funding, programs, and regulatory frameworks. Yet it is usually at the institutional level that the real process of internationalization is taking place. This article analyses the meaning, definition, rationales, and approaches of internationalization using a bottom-up (institutional) approach and a top-down (national/sector) approach and examines the dynamic relationship between these two levels. Key policy issues and questions for the future direction of internationalization are identified.

#### **Key Trends and Issues in Cross-border Post-Secondary Education**

OECD.-- Paris, 2004. 250 p. ISBN: 9264015043

#### **The Multinational University**

Van Rooijen; Jones, David R.; Adam, Stephen / European Association for International Education [EAIE].-- Amsterdam, 2003. 50p. (EAIE Occasional Paper) ISBN: 90-74721-19-2

CONTENTS: The emergence of global and multinational universities; The multinational university; Multinational universities and the provision of transnational education in Europe.

#### **OECD/US Forum on Trade in Educational Services**

OECD; World Bank; Center for Quality Assurance in International Education [USA].-- Washington DC, 2002. ISBN: 0970007205

#### **On Cooperation and Competition: National and European policies for the internationalisation of higher education**

Huisman, Jeroen; Ed.; Van der Wende, Marijk; Ed. / Academic Cooperation Association [ACA].-- Bonn, Lemmens, 2004. 280 p. (ACA Papers on International Cooperation in Education) ISBN: 3-932306-54-6

ABSTRACT: This is the second report of the study on Higher Education Institutions' Responses to Europeanisation, Internationalisation and Globalisation. Developing International Activities in a Multi-level Policy Context. "HEIGLO" is a research project funded by the European Union and coordinated by the Centre for Higher Education Policy Studies, University of Twente. It aims to analyse the dynamic interaction between changing international, European and global contexts of higher education. More in particular, it aims to identify and analyse higher education institutions' responses

to the challenges of Europeanisation, internationalisation and globalisation and the (supra)national contexts, the organisational settings, and the policies and activities aimed to support these responses.

### **Open doors 2004: report on international educational exchange**

Institute of International Education [IEE][USA].-- New York, 2004. 96 p. - ISBN: 0-87206-281-3

ABSTRACT: This report provides a comprehensive statistical analysis of academic mobility between the United States and the nations of the world. Open Doors features graphic displays, especially data maps, tables, figures and to-the-point policy-oriented analysis. A complete set of tables in this book is the essential resource for those concerned with the explosive growth in the worldwide movement of students around the globe.

### **Opening Up to the Wider World: The External dimension of the Bologna process**

Muche, Franziska; Ed. / Academic Cooperation Association [ACA][Belgium].-- Bonn, Lemmens, 2005. 135 p.

(ACA Papers on International Cooperation in Education) - ISBN: 3-932306-67-8

ABSTRACT: The Bologna Process stands for the European integration process in the field of higher education. The progress achieved so far within the Bologna member states is admirable, however, a concentration on internal processes can only be a first step towards becoming a global actor. The Bologna declaration formulates the objective of enhancing the attractiveness of European higher education on a global scale, and this statement has been repeated and refined since 1999. But is the implementation of Bologna really making Europe more attractive and transparent, and if so, how? The present volume addresses these issues. The papers in this publication are based on the presentations delivered at an ACA conference held in Hamburg, Germany, in 2004.

### **The Virtual Challenge to International Cooperation in Higher Education**

Wächter, Bernd; Ed. / Academic Cooperation Association [ACA][Belgium].-- Bonn, Lemmens, 2002. 119 p. ISBN: 3-932306-40-6

ABSTRACT: The IT revolution is reshaping higher education. Already, there are predictions of the death of the "brick-and-mortar" university, soon to be replaced by online "click" or "virtual" institutions. Even if this expectation should turn out to be exaggerated, the IT drive will eventually bring about major changes. One affected area could be the internationalisation of higher education. Will online learning replace traditional international activities in the future, such as study or teaching in another country? And will it be necessary to internationalise the content and format of curricula in the future if students can tap into programmes from all over the globe via the Internet? International experts explored these and related questions in a seminar the Academic Cooperation Association (ACA) and the Norwegian Centre for International University Cooperation (SIU) held in the summer of 2001. This publication presents the seminar's major outcomes.

## **II. Quality Assessment, Assurance, Enhancement and Accreditation**

### **The international dimension in quality assessment and quality assurance**

Vroeijenstijn, A. I.-- In: Assessment and Evaluation in Higher Education, vol. 24, no. 2, pp. 237-248, 1999. ISSN: 9260-2938

ABSTRACT: Many countries are working on the design of an external quality assessment agency for higher education. Such an agency has to fulfill national needs and expectations. However, higher education is as such international in scope. This paper draws attention to the need for internationalization of quality assessment. The national frontiers are too narrow for validating our standards. Looking at the situation in Europe, the author discusses the need for a European dimension and makes a proposal for a European Centre for Substantial Equivalence. In the future a European or international quality hallmark will play an important role in student, staff and employees mobility.

### **International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education "Widening Access to Quality Higher Education"**

UNESCO.-- Paris, 2004.

MEETING: UNESCO Global Forum. 2nd. Paris, 2004.

ABSTRACT: Capacity building in quality assurance, accreditation and the recognition of qualifications: regional inputs towards a UNESCO strategy; Accra Declaration on GATS and the internationalization of higher education in Africa; A Survey on quality assurance systems in Mega-Universities and selected distance teaching institutions; Student quality, literacy and empowerment (P.Naidoo); Final report First Global Forum on Quality Assurance, Accreditation and the Recognition of Qualifications: Recommendations and conclusions; Trade in higher education and GATS basics (Z.Varoglu); Strengthening World Bank support for quality assurance and accreditation in higher education in East Asia and the Pacific (M.Peace Lenn); "Higher education in a globalized society". UNESCO Education Sector position paper 2003.

### **International quality review: values, opportunities, and issues**

Van Damme, Dirk; Marginson, Simon; Singh, Mala / Council for Higher Education Accreditation [CHEA][USA].-- Washington,DC, 2002. 52 p. (CHEA Occasional Paper)

ABSTRACT: This Occasional Paper brings together the three major papers presented at the Council for Higher Education Accreditation's 2002 International Seminar. These papers explore some of the key issues in international quality review: Quality Assurance in an International Environment: National and International Interests and Tensions (Dirk Van Damme, VLIR-Flemish Interuniversity Council, Belgium); Quality Assurance for Distance Learning: Issues for

International Discussion and Action (Simon Marginson, Monash Centre for Research in International Education, Australia); International Quality Assurance, Ethics, and the Market: A View from a Developing Country (Mala Singh, Council on Higher Education, South Africa).

### **Internationalisation and Quality in South African Universities**

Smout, Michael / South African Universities Vice Chancellors Association [SAUVCA].-- Pretoria, 2004. 92 p. ISBN: 0-620-31578-4

ABSTRACT: The main debate within South African higher education over the past few years has focused on transformation and restructuring. However, the sector needs to look beyond mergers and ask what kind of higher education is best suited to the needs of South Africans over the next decade. Central to this question is the process of internationalisation – the integration of an international, intercultural or global dimension into the purposes, functions and delivery of higher education. This report, which has its origins in a workshop of the SAUVCA National Quality Assurance Forum, does not advocate a case in favour of internationalisation per se, but it does recommend that higher education institutions and sectoral bodies such as SAUVCA be fully informed of the nature of the process and its likely impact on South African institutions.

### **A National Quality Strategy for Australian Transnational Education and Training. A Discussion paper**

Australia. Dept of Education, Science and Training.-- Canberra, 2005. 50 p. - ISBN: 1-920911-138

ABSTRACT: The major focus of this discussion paper is courses leading to qualifications on the Australian Qualifications Framework, rather than non-award courses. It discusses the transnational quality strategy that is to be developed in close consultation with States and Territories, providers, industry associations, staff and student representative organisations, and other stakeholders and in particular what national quality strategy or transnational education will be developed by Australian Government.

### **Quality and Recognition in Higher Education: the Cross-border challenge**

OECD.-- Paris, 2004. 203 p. ISBN: 92-64-01508-6

CONTENTS: Quality provision in Cross-border higher education: key issues related to quality assurance, accreditation and recognition of qualifications; Quality assurance and recognition of qualifications in post-secondary education in Canada (J. Knight); Accreditation and recognition of qualifications in higher education: the United States (J.S. Eaton); International quality assurance and recognition of qualifications in higher education: Europe (D. van Damme, P. van der Heijden, C. Campbell); Quality assurance and recognition of qualifications in higher education in Australia (Dept of Education and Training, Australia); Quality assurance and recognition of qualifications in higher education: Japan (T. Kimura, A. Yonezawa and F. Ohmori); Quality assurance and accreditation in higher education in non-member economies; UNESCO Conventions on the Recognitions of Qualifications: Regional frameworks in a global context (S. Uvalic-Trumbic); Trade agreements and recognition (J. Nielson).

### **Quality assurance and borderless higher education: finding pathways through the maze**

Middlehurst, Robin; Campbell, Carolyn / Observatory on Borderless Higher Education [UK].-- London, 2003. 36 p. (Report)

ABSTRACT: Assuring the quality of education provision is a fundamental aspect of gaining and maintaining credibility for programmes, institutions and national systems of higher education worldwide. A lack of clarity in terminology creates further complexity and confusion. Serious concerns are voiced about disreputable providers and educational misconduct – but where does the authority lie to identify international standards and regulate such standards? This report provides an authoritative overview of the often-overlapping international developments in quality assurance in borderless higher education. The authors provide a mapping of many of the most recent developments in quality assurance and identify and address some of the tensions inherent in applying quality assurance nationally and internationally. Emerging trends and issues are explored in an effort to draw out key lessons for institutions and policy makers.

### **Quality assurance in transnational education**

Coleman, David / Association for Studies in International Education [USA].-- In: Journal of Studies in International Education, vol. 7, no. 4, pp. 354-378, 2003.

ABSTRACT: This article discusses the evolution of the branch campus in Southeast Asia, with an emphasis on Australian institutional expansion in the region. Drawing on an empirical study, the article culminates in a discussion of the British Quality Assurance Agency and the Australian Universities Quality Agency, bodies that represent independent and governmental efforts to extend quality assurance oversight to transnational educational activities.

### **Quality issues in the internationalisation of higher education**

Van Damme, Dirk / In: Higher Education, vol.41, no.4, pp. 415-441, 2001.

ABSTRACT: Provides an overview of developments in higher education internationalization, from traditional forms such as student/staff mobility to exporting via branch campuses, transnational university networks, and virtual delivery. Discusses quality challenges, particularly recognition.

### **Quality Transnational Education: A Shared Commitment for Sustainable Development [Theme issue]**

UNESCO European Centre for Higher Education [CEPES][Romania].-- In: Higher Education in Europe, vol. 27, no. 3, 2002. ISSN: 0379-7724

CONTENTS: The Impact of globalization on the Ibero-American virtual university (M.Casas Armengol); Developing

a sustainable educational process in Indonesia: a project of the Global Dialogue Institute (L.Marion); The Implications of e-learning (F.F.Kelly); The National accreditation system for higher education institutions in Russia (Y.P.Pokholkov, A.I.Chuchalin and S.B.Mogilnitsky); The "Millennium Intent": A case study in assuring quality international standards for educating healthcare professionals (S.M.Goldsmith); Accreditation and quality assurance in Europe (H.Sebkova); Educating leaders in developing nations (R.Henderson); Quality measures in distance learning (W.J.Husson and E.K.Waterman); Planning for the internationalization of a postgraduate professional degree programme in Library and information science (V.L.Gregory and S.R.Wohlmuth); Articulating the Guidelines for Distance Learning Library Services of the Association of Colleges and Research Libraries outside the library profession (H.R.Gover); Pitfalls, challenges, and triumphs: issues in an international capacity development project (A.Erasmus); The Global forces affecting the education sector today - the universities in Europe as an example (B.Brock-Ume); A comparative overview of some fundamental aspects of university management as practiced in several European countries (S.Zaharia); How the public views the Swiss higher institutes (J-P.Antonietti, F.Crettaz von Roten and J-P.Leresche); Changes in Slovenian higher education: governance, autonomy, admission, and quality (P.Zgaga).

### **Trade in Educational Services: Managing the internationalisation of post-secondary education**

OECD. Centre for Educational Research and Innovation [CERI].-- Paris, 2003

MEETING: OECD/Norway Forum. Trondheim, 2003.

CONTENTS: Background Documents: Cross-border post-secondary education: an overview (OECD Secretariat); Cross-border post-secondary education in North America (M.Green and J.Knight); Cross-border post-secondary education in Europe (M.van der Wende and R.Middlehurst); Cross-border post-secondary education in the Asia-Pacific Region (S.Marginson and G.McBurnie); Key developments and policy rationales in cross-border post-secondary education (OECD Secretariat); Enhancing consumer protection in cross-border higher education: key issues related to quality assurance, accreditation and recognition of qualifications (OECD Secretariat); Recent developments in national, regional and international quality assurance systems (R.Lewis); Quality assurance and recognition of qualifications in post-secondary education in Australia (M.James); Report on quality assurance and recognition of qualifications in post-secondary education in Canada (J.Knight); International quality assurance and recognition of qualifications in tertiary education in Europe (D.van Damme, P.van der Heijden, C.Campbell); Quality assurance in higher/post-secondary education from Japan's viewpoint (T.Kimura, A.Yonezawa, F.Ohmori); Accreditation and recognition in the United States (J.S.Eaton); Review of quality assurance and accreditation systems in UNESCO member states (UNESCO Secretariat); UNESCO's conventions on the recognition of qualifications: regional frameworks in a global context (UNESCO Secretariat); Trade agreements and recognition (J.Nielson).

### **Distributed Education: Summary of a Six-part Series**

American Council on Education [ACE].-- Washington, DC, 2003. 23 p. (Distributed Education: Challenges, Choices, and a New Environment. Series summary)

ABSTRACT: Barriers to distance learning exist both inside and outside the higher education community, but some obstacles serve to create standards and ensure high quality, while others often act unintentionally to bar change. The challenge for higher education is to preserve the former and eliminate the latter. Determining and enforcing quality standards is as controversial and elusive for distributed education as it is for higher education in general. Most existing definitions of quality are based on an environment in which institutions have a physical presence. Both academic and student services may need new metrics to assess the quality of distributed learning programs. The needs of students enrolled in distance learning programs carry implications for existing library, academic advising, career counseling, financial aid, registration, and other operations. Although it is unclear whether distributed learning students need the same services as on-campus students, what is clear is that institutions must give online students the level and quality of services necessary to meet their needs.

### **Globally, Nationally, and Locally Patterned Changes in Higher Education [Theme issue]**

Rhodes, Gary; Ed.-- In: Higher Education, vol. 43, no. 3, 2002. ISSN: 0018-1560

CONTENTS: Beyond national states, markets, and systems of higher education: a 'glonacal' agency heuristic (S.Marginson and G.Rhoades); The assessment of universities in Argentina and Australia: between autonomy and heteronomy (M.Mollis and S.Marginson); The global politics of education: Brazil and the World Bank (K.Kempner and A.Loureiro Jurema); Quality assurance in Europe and the U.S.: professional and political economic framing of higher education policy (G.Rhoades and B.Sporn); Quality assurance in Australian higher education: globalization and 'steering at a distance' (L.Vidovich); Nation-building universities in a global environment: the case of Australia (S.Marginson).

### **Standards and Guidelines for Quality Assurance in the European Higher Education Area**

European Network for Quality Assurance in Higher Education [ENQA][Finland]; European Commission.-- Helsinki, 2005. 41 p. - ISBN: 952-5539-04-0

ABSTRACT: In the Berlin communiqué in 2003 the Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA) 'through its members, in cooperation with the EUA, EURASHE, and ESIB', to develop 'an agreed set of standards, procedures and guidelines on quality assurance' and to 'explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005'. The Ministers also asked ENQA to take due account 'of the expertise of other quality assurance associations and networks'. The main conclusions of the present report are: There will be European standards for internal and external quality assurance, and for

external quality assurance agencies; European quality assurance agencies will be expected to submit themselves to a cyclical review within five years; There will be an emphasis on subsidiary, with reviews being undertaken nationally where possible; A European register of quality assurance agencies will be produced; A European Register Committee will act as a gatekeeper for inclusion of agencies in the register; A European Consultative Forum for Quality Assurance in Higher Education will be established.

### III. Policy Frameworks and Regulation

#### **The Admission of International Students into Higher Education: Policies and instruments**

Muche, Franziska; Kelo, Maria; Wächter, Bernd / Academic Cooperation Association [ACA].-- Bonn, Lemmens Verlags-Mediengesellschaft, 2004. 175 p. (ACA Papers on International Cooperation in Education) ISBN: 3-932306-62-7  
ABSTRACT: Universities and other higher education institutions operate in an increasingly international environment. Many of them run international marketing campaigns and recruit students on a global scale. Even those, which do not engage in such activities, are sometimes flooded with student applications from all over the world. Therefore, policies and instruments for the admission of international students are rapidly gaining in importance. In this situation, institutions are looking for admission models, which will both help them, get the "right" students and rationalize their administrative procedures. The study examines admissions policies and tools in different countries, in order to identify a range of models and procedures for the effective and efficient handling of international student admissions and selection.

#### **Borderless higher education: challenges to regulations, accreditation and intellectual property rights**

Farrington, Dennis J. / In: Minerva, vol. 39, no. 1, pp. 63-84, 2001. ISSN: 0026-4695

ABSTRACT: By its nature, borderless higher education does not respect national boundaries. This essay draws upon the work of the World Trade Organization and the Council of Europe to propose the creation of an international database of recognized and accredited higher education providers. The essay also considers consumer protection by national agencies and accreditation, and the use of distinctive Internet domain names. Finally, it tackles the controversial issues of ownership of commercially valuable copyright work generated by academics.

#### **The Brave New [and Smaller] World of Higher Education: A Transatlantic view**

Green, Madeleine; Eckel, Peter; Barblan, Andris / American Council on Education; European University Association.-- Washington, DC, 2002. 32 p.

ABSTRACT: This essay emerged from the rich conversation of the Transatlantic Dialogue held in July 2001 at the Université Laval in Quebec, Canada. This paper is the first in a series associated with a new ACE initiative, the Changing Enterprise Project, that seeks to chart and understand the new directions colleges and universities are pursuing to respond to increased competition and changing fiscal realities.

#### **Global Opportunities and Institutional Embeddedness: Higher education consortia in Europe and Southeast Asia**

Beerens, H.J.J.G. / Centre for Higher Education Policy Studies [CHEPS][Netherlands].-- Enschede, 2004. 323 p. ISBN: 90-365-2041-X

ABSTRACT: This study closely follows the five research questions: How can we conceptualise processes of globalization and regionalisation?; How can processes of globalization and regionalisation explain the increase and change of international inter-organizational arrangements in higher education?; What dimensions differentiate International education consortia from other inter-organizational arrangements in higher education?; What features of International higher education consortia can explain the performance of these consortia?; What type of mechanisms can be adopted by International higher education consortia in order to increase performance?

#### **An innovation perspective on internationalisation of higher education institutionalisation: the critical phase**

Van der Wende, Marijk / Council on International Educational Exchange [USA].-- In: Journal of Studies in International Education, vol. 3, no. 1, pp. 3-13, 1999. ISSN: 1028-3153

ABSTRACT: This article focuses on the change processes that are related to the internationalization of higher education. On the basis of innovation theory, the internationalization process is analysed with respect to its various features and stages. An overview of the different types of innovation that occur in the context of internationalization is given. In particular the last stage of the innovation process, the institutionalization of internationalization is emphasized. The success and failure factors influencing this stage is highlighted, thus contributing to a further insight into the sustainability of internationalization strategies, models, and efforts.

#### **Internationalization of higher education: an institutional perspective**

UNESCO European Centre for Higher Education [CEPES].-- Bucharest, 2000. 91 p. (Papers on Higher Education) ISBN: 92-9069-158-1

CONTENTS: Changing rationales for the internationalization of higher education (H.de Wit); Missing in action: leadership for international and global education for the Twenty-first century (J.A.Mestenhauser); "The show is not the show/but they that go": the Janus-face of the internationalized university at the turn of the century (D.Steiner); Transnational education and recognition of qualifications (L.A.Wilson and L.Vlasceanu).

### **The recognition, treatment, experience and implications of transnational education in Central and Eastern Europe 2002-2003**

Adam, Stephen / National Agency for Higher Education [Sweden]; European Commission.- Stockholm, 2003. 86 p.  
ABSTRACT: The study of transnational education is clearly linked to a number of related agenda including: globalization, education as a public responsibility, lifelong learning, consumer protection, 'recognition' and 'transparency', 'virtual universities', 'corporate universities', quality assurance and the development of the European Education Area. The report explores, by country, the situation in Central and Eastern Europe, including the rise of new providers, the regional approach to quality assurance and how developments link to the Bologna process. It also explores: the GATS dimension and transnational education (examining transnational education in terms of the four GATS modes of supply); the general results of the mapping exercise; the emerging pattern of transnational education on sectors and cycles and types of education; determinants of the supply of, and demand for, transnational education; current approaches adopted towards transnational education in Central and Eastern Europe and good practice.

### **The regulation of transnational higher education in Southeast Asia: case studies of Hong Kong, Malaysia and Australia**

McBurnie, Grant; Ziguras, Christopher / In: Higher Education, vol. 42, no. 1, pp. 85-105, 2001. ISSN: 0018-1560  
ABSTRACT: The millennium round of the General Agreement on Trade in Services (GATS) underlines issues relating to the regulation of education as an internationally traded service. Transnational education is a key component of such trade. Southeast Asia is something of a laboratory in the development and regulation of transnational education. The region combines high demand, keen competition among providers, and host country regulatory regimes ranging from relatively laissez faire to strongly interventionist. This paper examines the approaches of three Southeast Asian governments – Hong Kong, Malaysia and Australia – to the regulation of transnational education within their borders. In each case the authors provide background on the higher education system, describe the regulatory approaches to transnational education, and analyse the motivations behind regulation. Both the neoliberal approach of the WTO to trade in educational services, and critiques of this approach, are outlined. The authors conclude that any attempts to promote global standards or quality principles for transnational education must address the myriad concerns of governments, including consumer protection, advancing national goals and protecting the local system.

### **The Rise and regulation of for-profit higher education**

King, Roger / Observatory on Borderless Higher Education [UK].-- London, 2003. 22p. (Report)  
ABSTRACT: In recent years we have witnessed, in addition to more 'privatized' arrangements for conventional universities, the growth of for-profit higher education around the world. As demand for higher education increases, fuelled by population growth and expanding access and qualifications at lower educational levels, and with inadequate public funding to satisfy it, private and foreign provision may be the only means for some countries of building national capacity. Governments may also view a growing private sector as a useful spur for what some may regard as complacent state-funded domestic institutions, and as a source of innovative and international good practice. While this growth may be seen to confer advantages for state decision-makers, it also confronts with them policy and regulatory dilemmas. For-profit higher education is increasingly diverse, ranging from large publicly listed corporations in the United States, Malaysia and elsewhere, to 'shop-front' operators across the developing world. There are a number of models, but they all have advantages and disadvantages and work best in particular circumstances. These are examined and it is suggested that the regulatory 'fit' between model and policy is especially important but that to date little research has been undertaken to help policy-makers in this area.

### **The Role of transnational, private, and for-profit provision in meeting global demand for tertiary education: mapping, regulation and impact**

Middlehurst, Robin; Woodfield, Steve / Commonwealth of Learning; UNESCO.-- 2004. 57p.  
ABSTRACT: This is a report of a first-stage project sponsored by UNESCO and the Commonwealth of Learning to map the extent, range, and impact of transnational, private, and for-profit tertiary education provision in a sample of countries. The data, collected from readily available public sources and verified by in-country experts, was first used to create country case studies for Jamaica, Bangladesh, Malaysia, and Bulgaria. A summary report was then produced that drew comparisons across countries in relation to five topics: overviews of each country; national education systems and policies; regulatory frameworks, accreditation, and quality assurance; transnational, private, and for-profit provision; and local perceptions of impact. The summary report also provides a comparative analysis across countries, with reference to the wider literature, and draws out a series of policy implications from the study for governments, institutions, and agencies, both national and international.

## **IV. Globalization, the Market and Trade in Education**

### **The Changing debate on internationalisation of higher education**

Teichler, Ulrich / In: Higher Education, vol. 48, no. 1, pp. 5-26, 2004  
ABSTRACT: "Internationalisation", the growing border-crossing activities between national systems of higher education is losing ground to "globalization", increasing border-crossing activities of blurred national systems which is often employed to depict world-wide trends and growing global competition. This article addresses recent issues of knowledge transfer. It points out tensions between increasing diversity in higher education and efforts to facilitate recognition of prior studies on student mobility. It shows the diversity of steering and management policies with respect to internatio-

nalization and globalization. Finally, it asks whether globalization of higher education has to be viewed as a manifestation of “turbo-capitalism” or could be viewed instead as a move towards “global understanding”.

### **Cross-border Provision and the Future of Higher Education in Africa**

Association of African Universities [AAU].-- Accra, **2005**. 375 p. ISBN: 9988-589-28-X

MEETING: AAU General Conference: Papers and Program. 11th. Cape Town, 2005.

CONTENTS: Transnational education and African universities (P.Tiyambe Zeleza); How can Africa maximise the developmental impact of cross-border higher education (R.Garrett); Transnational education and trade: towards a progressive response by (South) African Higher Education (T.Mthembu, F.Coughlan and L.Murray); Colonialism reborn: an onslaught on our autonomy (H.Redelinghuys); Le Commerce des services et l'avenir de l'enseignement superior en Afrique: Les Briques du Logo pour la Guinée (S.F.Doumbouya); Cross border provision of higher education in Africa: a case study of a South Africa-Rwanda initiative (L.R.Uys); Occupational health and distance learning program in Francophone Africa: an original experience (E.B.Fayomi and J.S.Bonny); Case studies: three African regional collaboration programmes based at the University of Pretoria (Ch.Heyns); Privatization, internationalization and the implication of GATS for higher education in Africa: the case of Uganda (M.K.Mayanja); Cross-border provision and the future of higher education in Africa: a case study of Ghana (A.D.Oduro and B.Senadza); Quality assurance monitoring of transnational on-line teaching and learning in higher education: a constructivist perspective (S.Yeo, P.Taylor and M.Kulski); The higher education quality management initiative for Southern Africa; Quality assurance in transnational education: implications for higher education in Africa (E.Rwamasirabo and M.Beebe); Responding to the challenges for quality assurance in transnational education (J.Weir, F.Wright, M.Kulski, B.Oliver); Access, efficiency, and equity considerations of the World Bank's African Virtual University Project: a case study of Kenya (F.Muyia Nafukho).

### **The Global Market for Higher Education: Sustainable competitive strategies for new millennium**

Mazzarol, Tim; Soutar, Geoffrey N / Cheltenham, Edward Elgar Publishing, **2002**.

208 p. ISBN: 1-84064-329-3

CONTENTS: Education as a marketable service; Facing the next millennium; What brings success? A Student's perspective; Developing a sustainable competitive advantage; Global marketing of education services; A model of competitive advantage for education services; Implications of the model; Developing sustainable strategies; Policy prescriptions for a global education.

### **Globalization and Higher Education: Implications for North - South Dialogue**

UNESCO; Norway. Ministry of Education and Research.-- 2003.

MEETING: UNESCO Meeting. Oslo, **2003**.

CONTENTS: Trading to learn, learning to trade: where is the public good? (J.Daniel); Quality assurance and accreditation as a mechanism to empower academics in developing countries: the case of Iran (A.Bazargan); Education and trade agreements: how we look at it in India (A.Nigavekar); Higher education, business and society: responsible partnership (C.Campbell); Higher education as a means of development (K.F.Seddoh); Bridging quality assurance and recognition frameworks: the role of UNESCO regional conventions and challenges (K.Larsen); Intention, opportunity, choice: the transition from school to higher education (M.Cosser); Partnership programs between the Hi-Tech industry and higher education - an HP perspective (M.Benard); The General Agreement on Trade in Services (GATS); Transnational, private, for profit provision & global demand for tertiary education: mapping, regulation & impact (R.Middlehurst and S.Woodfield); Providing standards for higher education: international education conventions as alternatives to trade agreements (S.Bergan); Globalization and higher education: building bridges (S.Uvalic-Trumbic); The Virtual University: Models and messages: lessons from case studies (S.D'Antoni); Building bridges, breaking down walls (T.Moja and P.Maassen).

### **Globalization, Trade Liberalisation, and Higher Education in North America: The Emergence of a new market under NAFTA**

Barrow, C.W.; Didou-Aupetit, S.; Mallea, J.-- The Hague, London, Boston, Kluwer Academic Publishers, **2004**. 272 p. (Higher Education Dynamics) ISBN: 1-4020-1862-2

ABSTRACT: This volume analyzes the emerging relationship between trade liberalisation, post-industrialisation, and higher education policy in Canada, Mexico, and the USA. In separate case studies, the authors analyzes higher education policy in Canada, Mexico, and the USA using a common theoretical framework that identifies economic globalisation, international trade liberalisation, and post-industrialisation as common structural factors exerting a significant, if often indirect, influence on higher education in the three countries. This study - the result of trilateral co-operation between three scholars in Canada, Mexico, and the USA - is the first effort to document the extent of NAFTA's impact on higher education.

### **Globalization and the Market in Higher Education: Quality, accreditation and qualifications (Education on the Move)**

Uvalic-Trumbic, S. / International Association of Universities [IAU].-- Paris, UNESCO Publishing. London, Paris, Genève, Economica, **2002**. 212 p. ISBN: 92-3-103870-2

ABSTRACT: As higher education opens up to world markets and the World Trade Organization turns its attention to higher education, quality, accreditation, and qualifications are becoming issues of major concern to university leaders, governments, students, and parents. Can these issues be dealt with in a concerted way? What are national and regional authorities doing to address what promises to be the most important issue since the development of mass higher education? Drawing on contributions from scholars, leaders, and practitioners from major multilateral organizations, along with non-governmental organizations active in higher education, this book examines the possible scope of an interna-

tional framework in quality assurance and accreditation and its potential limitations. The authors also discuss the ways governments and universities are responding to the challenge of a global market in higher education.

### **Going Global: the Internationalisation of Higher Education in the Asian Region [Theme issue]**

James, Richard; Ed.; Mok, Ka-Ho; Ed. / Higher Education Research and Development Society of Australasia.-- In: Higher Education Research and Development, vol. 22, no. 2, 2003. ISSN: 0729-4360

CONTENTS: Globalisation and higher education restructuring in Hong Kong, Taiwan and Mainland China (Ka-Ho Mok); Going global with assessment: what to do when the dominant culture's literacy drives assessment (D.MacKinnon and C.Manathunga); The Impact of globalisation on higher education governance in Japan (A.Yonezawa); Academic standards, internationalisation, and the discursive construction of "The International Student" (A.Devos); Reforming university education in Hong Kong and Singapore (M.H.Lee and S.Gopinathan); Internationalisation of business education: meaning and implementation (R.Edwards, G.Crosling, S.Petrovic-Lazarovic and P.O'Neill); Transnational higher education: a perspective from China (F.Huang); Learning to teach offshore: pre-departure training for lecturers in transnational programs (K.Gribble and Ch.Ziguras); Going global: the implications for students with a disability (P.McLean, M.Heagney and K.Gardner).

### **The Implications of WTO/GATS for Higher Education in Africa**

Association of African Universities [AAU].-- Accra, 2004. 272 p. ISBN: 9988-589-25-5

MEETING: Workshop: Proceeding. Accra, Ghana, 2004.

CONTENTS: GATS and Higher Education – Cross-border education in a trade environment: complexities and policy implications (J.Knight); Higher education in Africa: international co-operation and GATS (M.Singh); GATS and higher education in Africa: conceptual issues and development perspectives (P.B.Mihyo); Privatization, internationalization and GATS in the perspective of the African universities (M.K.Mayanja); Towards a strategic African engagement: conceptual, logistics and structural issues about GATS (T.Mthemba and T.Yeowart). Quality Assurance, Accreditation and Recognition – Regional convention on recognition of studies and degrees of higher education in Africa (J.Shabani); Quality assurance, accreditation and recognition of Qualifications in Africa: Tanzania's experience and the Arusha Convention (W.Sabaya); Regional convention on the recognition of studies and degrees of higher education (W.Sabaya); Response to Shabani and Sabaya (P.Naidoo); Contribution of recognition and equivalence of foreign qualifications by the African and Malagasy Council of Higher Education (CAMES) (R.M.Ouiminga). Country Briefs – Cameroon, Mozambique, Nigeria, Senegal, Tanzania, Zimbabwe. Annexes: Accra Declaration.

### **The international provision of higher education: Do universities need GATS?**

Barblan, A. / OECD. Institutional Management in Higher Education – In: Higher Education Management and Policy, vol. 14, no. 3, pp. 81-99, 2002

ABSTRACT: The provision of higher education in the world is governed by two approaches represented by the UNESCO, on one side, by the WTO, on the other. The members of both organisations are the same governments but the two work on divergent assumptions as far as the development of a world system of higher education is concerned. At UNESCO, actors join a system of common references in order to set up a series of co-operative agreements and ventures - which can be reversible, as participants remain very much in control of their level of commitment to a wider global community. At WTO, on the contrary, actors merge their references by accepting an automatic development of internationalisation that becomes irreversible as the countries accept multilateral concessions from each other. Governments agreed to enter the field of service deregulation in the Millennium Round by signing the General Agreement on Trade in Services, the GATS, in 1995. This represented a totally new area for all people concerned, be they in the Ministries of Trade, Tourism, and in Health Education. Indeed, can the rules developed for goods apply to services - as if services were equal to goods? Can value be defined along the same lines for a material product and a virtual good like a service, in education for instance? Is not a service market much more supply-driven than a market of goods - thus requiring different modalities of international co-operation? That is the whole point of the debate concerning the commitment to GATS made by several countries exporting education and it explains the claim for caution made last year by higher education associations of the United States, Canada and Europe. This paper states the use of UNESCO conventions to reach similar results, or to use convention to move on to agreements at a later stage, when trust and confidence are shared by all partners should not be hindered.

### **Transnational Education and the New Economy: Delivery and Quality**

UNESCO European Centre for Higher Education [CEPES][Romania].-- Bucharest, 2001.

169 p. (Studies on Higher Education) ISBN: 92-9069-164-0

CONTENTS: Challenges for the New Economy – Reskilling and Retraining a Global Workforce; The Various Modes of Transnational Education from On-line to On-the-ground; The Future of Borderless Education in a Third Wave World; Transnational GATE Principles and Models for Transnational Educational Partnerships; Standards for Quality Assurance in Distance Education.

### **Universities and Globalization: Private linkages, public trust (Globalisation et universités: nouvel espace, nouveaux acteurs)**

Breton, Gilles; Ed.; Lambert, Michel; Ed. / Université Laval [Canada]; UNESCO.-- Paris, UNESCO Publishing. Economica, 2003. 244 p. ISBN: 92-3-103890-7

ABSTRACT: To understand the dynamics of the globalization process and its implications for universities in countries of both the North and the South, Gilles Breton and Michel Lambert have asked fifteen international experts to consi-

der how universities can meet these new global challenges. Authors, actors or both, these prominent observers of higher education depict a universe characterized by discontinuity and uncertainty in a rapidly changing environment in which the state is not anymore the exclusive focus. Henceforth, knowledge is not merely a public good but is also a service bought and sold within an emerging regulatory framework (GATS). It is no longer produced only in universities, but is now socially distributed. John Daniel, representing UNESCO, suggests that knowledge should remain a public good and be made freely available on the Web. The World Bank, represented by Jamil Salmi, places higher education and universities at the very centre of its priorities for the developing world. How will universities in the North avoid “colonizing” universities in emerging countries by attracting their best students? How can emerging countries be protected against the abuses of the new providers of knowledge that they so vitally need? Who will be the new actors on the higher education world scene? Will the universities - through a dynamic and salutary hybridization - be able to meet these challenges, as Peter Scott suggests, or will they be marginalized by the arrival of new, more effective actors? These are the questions that the authors of *Universities and Globalization: Private Linkages, Public Trust* attempt to answer. The result is a fundamental questioning of the institution: both of the place of universities on the world scene and their social relevance in a knowledge-based society henceforth driven by innovation.

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